***Global Art Examples Glog***

**World History – Middle School Social Studies**

Students will create a Glogster Glog to showcase various art pieces from a specific time period (prior to the year 1980). The students will be required to showcase at least ten different art pieces from a variety of cultures spanning the globe for a specific time period, of their own choice.

**Standards:**

* Students will understand the important aspects that help contribute to the arts.
* Students will understand that there are similarities and differences in various cultures throughout the world.
* Students will understand that there are similarities and differences in various time frames throughout the history.
* Students will understand how these similarities and differences can contribute to the arts.

**Learning Objectives:**

* + Students will learn that various cultures placed importance on many different aspects and that many times this was transferred into art.
  + Students will be able to identify some similarities and differences in the various cultures based on the different works of art they chose.
  + Students will be able to identify some similarities and differences in the various time periods based on the different works of art they chose.
  + Students will showcase their projects to the rest of the class.

**Introduction:**

Teacher introduces the concept that in art many different aspects can be noticed and analyzed. We are able to distinguish similarities and differences in various cultures and time frames based primarily upon observing the different pieces and styles of art. These concepts can be viewed on a global perspective. For this lesson students will create a Glogster Glog that showcases these concepts. The students will choose their own time frame (a period of time between 10-50 years that must be before the year 1980) and art images they wish to present on their individual Glog.

**Prior Knowledge:**

* The teacher will show a video giving the students some background information about the topic and some examples of different art forms.
* Teacher will also show a sample of art pieces that are examples of art being dictated by its outside influences.
* Teacher refreshes knowledge on similarities and differences.

**Present New Content:**

* Again, teacher presents more examples of art samples that show the outside influences.
* Teacher presents several instances of similarities and differences of art across various cultures.
* Teacher presents several instances of similarities and differences of art across various time spans.

**Independent Learning Experience:**

* Students will select a specific time frame.
* Students can then break up into groups based on the time frames they have selected (no more than 3 students per time frame) to conduct research. \*Students may complete their own research should they choose.
* During research the students will select their ten art samples from diverse cultures. Students should choose at least two of the ten samples that are similar and at least two of the ten samples that are different to the other cultures.
* Students will then create Glogs with their samples.

**Feedback:**

Students will view each other’s completed projects as a class and complete the student quick-graders/rubrics for feedback for each student. Teacher circulates while students fill out graders. \*Student graders have 3 grade choices – great, good, and needs improvement.

**Assessment:**

* The project is formally scored with a lesson-created rubric that is presented and discussed in advance with the class.
* The student graders are provided to each student as a way of having peer feedback as well.
* Class will have a discussion about any similarities and differences (culturally and time related) that were noticed in the various projects of the class.

***“Go Green” PowerPoint***

**Science - Environmental Conservation – Upper Elementary**

Students will create an Environmental Conservation PowerPoint that discusses the importance of “Going Green” and why students need to participate in this movement.

**Standards:**

* Students will understand the aspects of Environmental Conservation and why it is important.
* Students will understand how choices we make now can affect our own lives and the lives of people globally.

**Learning Objectives:**

* + Students will learn that Environmental Conservation is an important topic both locally and globally.
  + Students will understand how choices we all make help shape our future and our planet.
  + Students will showcase their projects to the rest of the class.

**Introduction:**

Teacher introduces the topic of Environmental Conservation and the importance of “Going Green”. This topic can be viewed on a global perspective as well as local one. For this lesson students will work in teams to create a PowerPoint that showcases these concepts.

**Prior Knowledge:**

* The teacher will show a video giving the students some background information about the topic.
* The teacher will discuss some basics of environmentalism and some people/businesses that are involved in this movement.
* The class will complete a KWL chart for this topic.

**Present New Content:**

* Teacher will show Disney’s Friends for Change site as an example of a global movement that a major company has created for this topic.
* Teacher has a discussion with the class regarding some Environmental Conservation initiatives that are already taking place locally and globally.
* Teacher presents several media items on “Going Green” using Discovery Streaming.

**Independent Learning Experience:**

* Students will break into teams to create a group PowerPoint about the topic.
* Students will then conduct research on the topic.
* Each student on the team will be responsible for creating and contributing 3 slides to the overall presentation.
* Students will then combine all the slides to create one overall group presentation.
* Group Presentations will then be showcased to the rest of the class.

**Feedback:**

Students will view each group’s completed projects as a class and complete the quick-graders/rubrics for feedback for each team. Teacher circulates while students fill out the graders. \*Quick graders have 3 grade choices – great, good, and needs improvement.

**Assessment:**

* The project is formally scored with a lesson-created rubric that is presented and discussed in advance with the class.
* The quick graders are provided to each team as a way of having peer feedback as well.
* Class will have a discussion about the information they learned about the topic from the various teams in the class.